CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Data Findings

Data collecting activity was conducted in 25st September, 2014. The sample was B class of Writing II Subject of the Third Semester students of English Education Study Program of STAIN Palangka Raya in Academic Year 2014/2015". The students were given a task. They were required to translate, make own sentences and fill the blank.

The researcher used interater in analyzing the writing product. This activity was conducted to minimize subjective effect. There were total two examiners, the researcher was helped by Mr. Ismail Yakub, S.Pd. in scoring the students' writing products. The displayed data below is the cross check of those two examined writing products. The error which is displayed detected at least of two examiners.

1. The Result of Pre Test

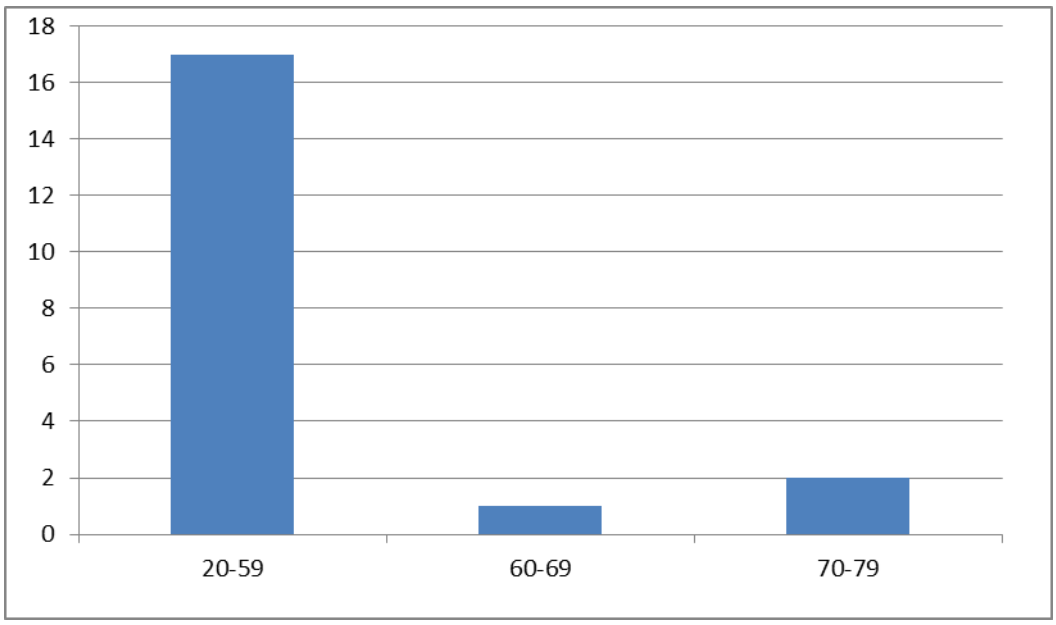
   In this section, the data obtained of pretest. The pretest was taken on Thursday, 25st September, 2014 at 09.00 – 09.30 in class B of third semester. They were 20 students who followed this test. The pretest scores were presented in table 4.1.

Table 4.1 Description of Pre Test Scores of the Data Achieved by the Students

NO.	STUDENTS' CODE	RATER I	RATER II	FINAL SCORE
2	APR	50	55	52.5
10	ARF	25	15	20
3	BLA	35	40	37.5
4	DBI	40	40	40
5	DWK	60	60	60
7	FJR	40	25	32.5
17	HDJ	40	40	40
8	ITN	40	55	47.5
9	KRW	40	45	42.5
11	MLN	35	45	40
6	NDR	75	65	70
1	NWT	35	35	35
12	PTR	40	45	42.5
13	RML	45	55	50
15	RMY	30	25	27.5
14	RNI	55	60	57.5
18	SSI	35	50	42.5
16	STI	40	55	47.5
19	TTS	70	70	70
20	WND	25	35	30

The distribution of students' pretest scores can also be seen in the following figure.

Figure 4.1 Histogram of Frequency Distribution of Pre Test Scores



The figure 4.1 showe the pretest scores of students. It can be seen that there were 17 students got score 20-59. There was one student got 60-69, there were two students got 70-79.

Table 4.2
The Table of Calculation of Mean, Standard Deviation, and Standard Error of Mean of Pre Test Scores in Experiment Group Using SPSS 22 Programs

Statistics

SCORE

N	Valid	20
	Missing	0
Mean		44.000
Std. Error of Mean		2.9879
Median		42.500
Mode		40.0[a]
Std. Deviation		13.3624
Variance		178.553
Range		50.0
Minimum		20.0
Maximum		70.0

Sum	880.0

2. The Result of Post Test

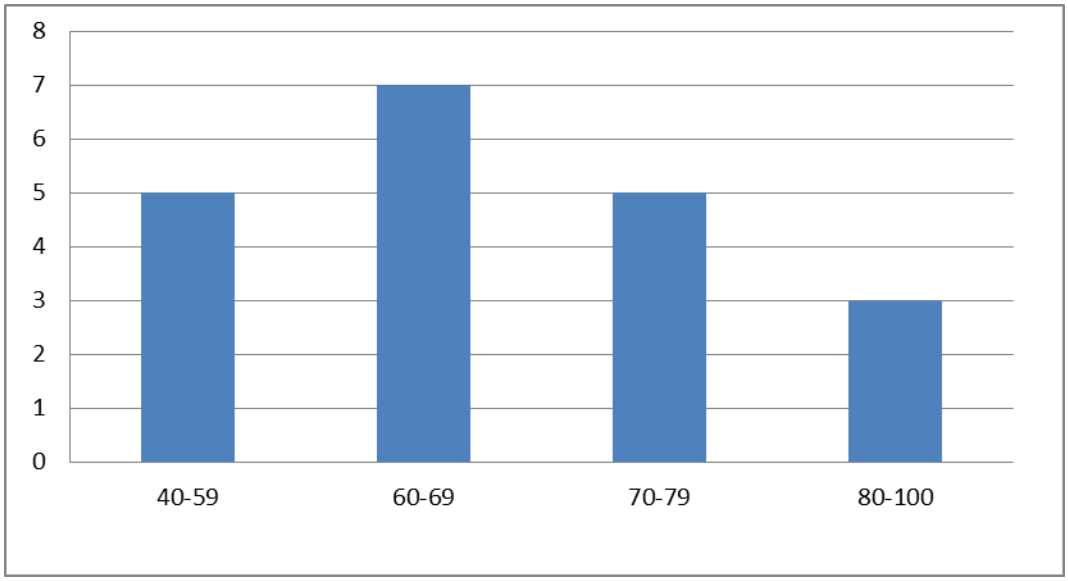
This section, it was described the obtained data of improvement the students' writing scores after taught using module of preposition of time. The post test was taken on Saturday, 16st October 2014 at 09.00 – 09.30 in class B of third semester. They were 20 students who followed this test. The post test scores were presented in table 4.3.

Table 4.3
The Description of Post Test Scores of the Data Achieved by the Students

NO.	STUDENTS' CODE	RATER I	RATER II	FINAL SCORE
2	APR	70	70	70
10	ARF	70	60	65
3	BLA	70	65	67.5
4	DBI	50	50	50
5	DWK	80	85	82.5
7	FJR	65	55	60
17	HDJ	70	45	57.5
8	ITN	65	60	62.5
9	KRW	65	60	62.5
11	MLN	70	70	70
6	NDR	100	95	97.5
1	NWT	70	50	60
12	PTR	65	85	75
13	RML	65	70	67.5
15	RMY	40	50	45
14	RNI	65	75	70
18	SSI	35	55	45
16	STI	70	75	72.5
19	TTS	95	95	95
20	WND	45	40	42.5

The distribution of students' post test scores can also be seen in the following figure.

Figure 4.2 Histogram of Frequency Distribution of Post Test Scores.



The figure 4.2 show the post test scores of students of experiment group. It could be seen that there were five students got score 40-59. There were seven students got score 60-69. There were five students got score 70-79. And there were three students got score 80-90.

Table 4.4
The Table of Calculation of Mean, Standard Deviation, and Standard Error of Mean of Post Test Scores in Using SPSS 22 Programs.

Statistics

Score

N	Valid	20
	Missing	0
Mean		65,875
Std. Error of Mean		3,3011
Median		66,250

Mode	70,0
Std. Deviation	14,7629
Variance	217,944
Range	55,0
Minimum	42,5
Maximum	97,5
Sum	1317,5

3. The Comparison of Final Scores between Pre Test and Post Test

Based on the data above, it could be seen the comparison in Table 4.5.

Table 4.5
The Description of Pre and Post Test Scores of the Data Achieved by the Students

NO.	STUDENTS' CODE	RATER I		RATER II		AVERAGE OF PRE TEST SCORE	AVERAGE OF POST TEST SCORE
		PRE TEST	POST TEST	PRE TEST	POST TEST		
2	APR	50	70	55	70	52.5	70
10	ARF	25	70	15	60	20	65
3	BLA	35	70	40	65	37.5	67.5
4	DBI	40	50	40	50	40	50
5	DWK	60	80	60	85	60	82.5
7	FJR	35	65	30	55	32.5	60
17	HDJ	40	70	40	45	40	57.5
8	ITN	40	65	55	60	47.5	62.5
9	KRW	40	65	45	60	42.5	62.5
11	MLN	35	70	45	70	40	70
6	NDR	75	100	65	95	70	97.5
1	NWT	35	70	35	50	35	60

12	PTR	40	65	45	85	42.5	75
13	RML	45	65	55	70	50	67.5
15	RMY	30	40	25	50	27.5	45
14	RNI	55	65	60	75	57.5	70
18	SSI	35	35	50	55	42.5	45
16	STI	40	70	55	75	47.5	72.5
19	TTS	70	95	70	95	70	95
20	WND	25	45	35	40	30	42.5

Table 4.6
TTabl

Table 4.6
The Calculation of Mean, Standard Deviation, and Standard Error of Mean Pre Test and Post Test Scores in Using SPSS 22 Programs.

Statistics

		Score X	Score Y
N	Valid	20	20
	Missing	0	0
Mean		65,875	44,000
Std. Error of Mean		3,3011	2,9879
Median		66,250	42,500
Mode		70,0	40,0[a]
Std. Deviation		14,7629	13,3624
Variance		217,944	178,553
Range		55,0	50,0
Minimum		42,5	20,0
Maximum		97,5	70,0
Sum		1317,5	880,0

4. Testing Hypothesis Using SPSS 22 Program

The writer applied SPSS 22 program to calculated t_{test} in testing Hypothesis of the study. The result of the t_{test} using SPSS 22 program was described in Table below.

Table 4.7

Standard Deviation and Standard Error of Y and X Group statistic

Group Statistics

	Code	N	Mean	Std. Deviation	Std. Error Mean
Score	X	20	65,875	14,7629	3,3011
	Y	20	44,000	13,3624	2,9879

Table 4.8

The Calculation t_{test} Using SPSS 22 Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Score	Equal variances assumed	,041	,840	4,913	38	,000	21,8750	4,4525	12,8614	30,8886
	Equal variances not assumed			4,913	37,629	,000	21,8750	4,4525	12,8584	30,8916

Since the result of Test between pretest and post had difference scores of variance, it was found that the result of $t_{observed}$ was 4.913.

To examine the truth or false of null hypothesis stating that using Module of Preposition of Time did not increase the third semester students' writing scores, the result of t_{test} was interpreted on the result of degree of freedom to

get the $t_{table.}$ The result of degree of freedom (df) was 38, it was found from the total number of students in both group minus 2.

Table 4.9
The Result of $t_{observed}$ and t_{table}/t_{test}

Variable	$t_{observed}$	t_{table}		Df
		5%	1%	
Y-X	4.913	2.042	2.750	38

The interpretation of the result of t_{test} using SPSS 22 Program, it was found the $t_{observed}$ was greater than the t_{table} at 1% and 5% the level significance or $2.042 < 4.913 > 2.750$. It could be interpreted based on the result of calculation that Ha stating that "the students taught by Module of Preposition of Time gain better writing achievement" was accepted and Ho stating "the students was taught by Module of Preposition of Time did not gain better writing achievement" was rejected. It meant that teaching writing by using Module of Preposition of Time increases the third semester students' writing scores at STAIN of Palangkaraya.

B. Types Error of Using Preposition of Time

1. Identification Types Error of Using Preposition of Time in Pretest

Table. 4.10

Types of Errors in Pretest

N	CODE	TYPE OF ERROR	TOTAL

O		OMISSITION OF PREPOSITION			INSERTION OF PREPOSITION	SELECTIONS OF INCORRECT PREPOSITION	OTHERS	
		ON	IN	AT				
1	APR	-	6	-	-	-	6	12
2	ARF	2	1	-	-	1	7	11
3	BLA	5	6	-	-	2	2	15
4	DBI	2	4	1	-	2	7	16
5	DWK	1	4	1	-	1	3	10
6	FJR	2	6		-	2	5	15
7	HDJ	1	5	1	-	3	4	14
8	ITN	1	6	3	-	-	3	13
9	KRW	-	5	1	-	4	5	15
10	MLN	1	5	2	-	4	2	14
11	NDR	-	2	2	1	-	1	6
12	NWT	3	5	1	-	3	4	16
13	PTR	1	3	1	-	6	1	12
14	RML	1	5	1	-	2	4	13
15	RMY	1	5	1	-	3	6	16
16	RNI	1	5	1	-	-	2	9
17	SSI	1	6	1	-	1	4	13
18	STI	2	3	3	-	2	4	13
19	TTS	1	2	1	-	-	2	7
20	WND	1	1	3	-	2	7	14
TOTAL		27	85	24	1	38	79	254
PERCENTAGE		10.62%	33.46%	9.44%	0.39%	14.96%	31.10%	100%
		53.46 %						

Based on the table above the type of error frequency high to low is Addition: Simple Omission of Preposition by 53.46 %, Others: by 31.10 %, Selections of Incorrect Preposition by 14.96 %, and Insertion of preposition: by 0.39 %.

2. Identification Types Error of Using Preposition of Time in Post Test

Table. 4.11

Types of Errors in Post Test

NO	CODE	TYPE OF ERROR						TOTAL
		OMISSITION OF PREPOSITION			INSERTION OF PREPOSITION	SELECTIONS OF INCORRECT PREPOSITION	OTHERS	
		ON	IN	AT				
1	APR	-	1	-	-	1	5	7
2	ARF	1	1	-	-	1	3	6
3	BLA	1	-	-	-	-	4	5
4	DBI	1	5	-	-	-	4	10
5	DWK	-	-	-	-	-	4	4
6	FJR	2	-	2	-	-	3	7
7	HDJ	-	-	-	-	-	6	6
8	ITN	1	4	1	-	-	2	8
9	KRW	2	4	-	-	-	3	9
10	MLN	1	-	-	-	-	5	6
11	NDR	-	-	-	-	-	1	1
12	NWT	1	2	-	-	-	3	6
13	PTR	2	-	-	1	-	4	7
14	RML	-	3	-	-	1	4	8

15	RMY	-	5	1	-	-	5	11
16	RNI	-	2	-	-	-	4	6
17	SSI	-	8	-	-	1	5	14
18	STI	-	-	1	-	-	3	4
19	TTS	-	-	-	-	1	-	1
20	WND	1	6	2	-	-	5	14
TOTAL		13	41	7	1	5	73	127
PERCENTAGE		10.2 %	32.2 %	5.5 %	0.78%	3.93%	57.48%	100%
		48.02%						

Based on the table above the type of error frequency high to low is Addition: Simple Omission of Preposition by 48.02. %, Others: by 57.48 %, Selections of Incorrect Preposition by 3.93 %, and Insertion of preposition: by 0.78 %.

3. The Calculation Types Errors in Pretest and Post Test

Table 4.12

The Calculation Types and Frequency of Problems in Using Preposition of Time in Pre Test and Post test

Type of Preposition	**Type of Problems**	**Pretest Scores**	**Posttest score**	**Percentage**
		F	**F**	
Preposition of Time	Omission of Preposition	136	61	49.25%
	Insertion of Preposition	1	1	0.50%

	Selection of Incorrect Preposition	38	5	10.75%
	- Others	79	73	38.00%
TOTAL		**∑400**		**100%**

Based on the tables of errors types above, the highest types of error in using preposition of time made by students in pretest and pos test was Omission of Preposition with the frequency 197 (49.25%). The second was Others with the frequency 152 (38.00%), the third was selections of Incorrect Preposition with the frequency 43 (10.75%) and the last was insertion of Preposition with the frequency 2 (0.50%)

The result of the table mentioned above has collected some important information from the student's writings. The study reveals errors that the students made in using preposition of time.

first, Omission of preposition, learners fail to use a preposition in a sentence where it is obligatory that's mean some students admitted that they are confused and got difficulties in applying the function preposition of time in a sentence because they thought that there are few prepositions which are different but have the same meaning with the frequency 197 (49.25%).

For examples:

In: We will visit them *on May*, It should be, We will visit the *in May*

At: I usually do the homework *in night*; it should be I usually do the homework *at night/ at midnight*

On: I got many gifts *in my birthday*, it should be, I got many gifts *on my birthday*

Second, Insertion of Preposition – learners add on preposition in a sentence where it is not needed with frequency 2 (0.50%).

For example: I will go home *on* the next week,

Third, learners use the wrong preposition in a sentence. There are just a few instances of this error category, they are confused and got difficulty to find out the right preposition in a sentence with the frequency 43 (10.75%). There are many prepositions and they are generally different but sometimes have the same meaning. For examples:

The Direction was making own sentence in using preposition of time

Student A: I live *at G.obos Street*

Student B: Udin puts the flowers *on the table*

Student C: Diana studies *in universities Indonesia*

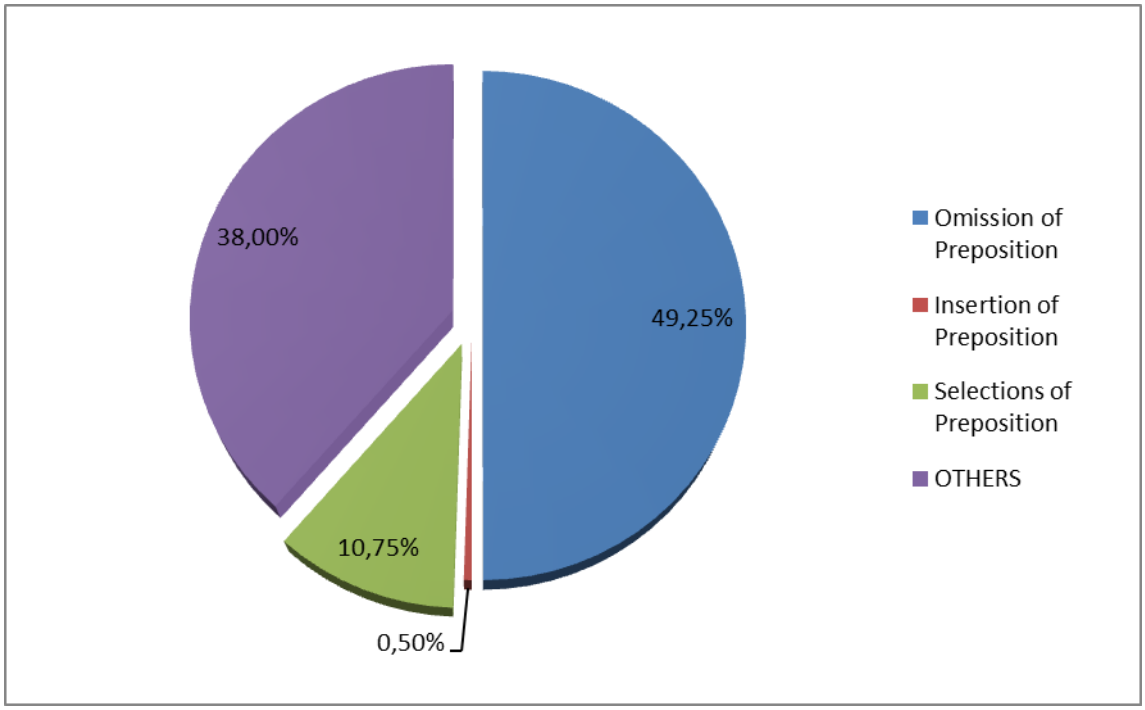
And the last, Others or Grammatical Errors, these errors side of three types of preposition of time that made by the students in writing, with frequency 152 (38.00%).

For example:

My favorite TV program *start* at 10.00, it should be, my favorite TV program *starts* at 10.00.

The Frequency and Percentage of Difficulties in using preposition of time in figure 4.6

Figure 4.6 the Frequency and Percentage of Difficulties That Faced by Students Made by Students



From those reasons, it could be concluded that the students do not fully understand on the use preposition of time. Although they had been taught about it before, they were still confused which one to use when making preposition of time in sentence.

C. Solution Going Toward

The Writer used a Module of preposition of time as Solution gave tests then questioners to know students opinion in determining as good characteristics of module.

Table. 4.13

Students Test Scores

CODE	Test 1	Test 2	Test 3	Avarege
ARF	7	5	7	6,33
BLA	6	8	8	7,33
DBI	7	8	8	7,67
DWK	7	8	8	7,67
FJR	7	5	10	7,33
HDJ	7	6	10	7,67
INT	8	10	10	9,33
KRW	8	7	10	8,33
MLN	6	4	9	6,33
NDR	9	`10	10	9,50
NWR	8	9	6	7,67
PTR	9	10	10	9,67
RML	5	3	8	5,33
RMY	6	8	8	7,33
RNI	6	10	8	8,00
SSI	9	7	0	5,33
STI	7	10	10	9,00

TTS	9	10	10	9,67
WND	6	3	8	5,67

Based on the tables of Tests Scores above, there were 3 students got <60 and there were 17 students got >60.

Table 4.14

Questioners Statistics

CODE	ITEM 1	ITEM 2	ITEM 3	ITEM 4	ITEM 5
APR	4	4	4	3	4
ARF	5	4	4	4	4
BLA	4	3	4	3	4
DBI	4	5	5	4	4
DWK	4	4	3	4	5
FJR	4	3	3	5	4
HDJ	3	4	4	3	3
INT	4	4	4	3	4
KRW	4	3	4	2	3
MLN	3	4	4	3	4
NDR	5	4	4	4	5
NWR	4	3	4	3	4
PUTRI	4	4	4	4	4
RML	4	4	3	4	4
RMY	3	4	3	4	4
RNI	4	4	4	4	3
SSI	3	4	3	2	3
STI	3	4	3	4	4
TTS	5	3	5	4	5
WND	3	4	3	4	3
TOTAL SCORES	77	76	75	71	78

Percentage	77%	76%	75%	71%	78%

The percentage of collaborative categorization of data independence concerning student motivation, initiative and creativity, discipline and responsibility student responsibility for learning is:

- 81% -100%: very independent
- 61% -80%: independent
- 41% -60%: quite independently
- 21% -40%: less independent
- 0% -20%: very less independent

Based on data above, percentage for good characteristics of module was Independent or good.

D. Discussions

The main purpose of the study is to describe the errors types of using preposition of time and the effect using module as solusition on writing made by third semester of STAIN Palangka Raya.

The finding of the research in classifying errors using preposition of time on, in and at faced by the third semester STAIN of Palangka Raya , the types of errors are made by students in using preposition of time were Omission of Preposition with the frequency 197 (49.25%). The second was Others or Grammatical errors with the frequency 152 (38.00%), the third was selections of

Incorrect Preposition with the frequency 43 (10.75%) and the last was insertion of Preposition with the frequency 2 (0.50%)

Then The result of the data analyzes showed that the module in using preposition of time gave significance effect on the students' writing scores for the Third Semester of STAIN Palangka Raya. It was proved by the mean scores of the students who were taught using the module in using preposition of time was 65.87 and the students who were taught without using the module in using preposition of time was 44.00.

Those statistical findings were suitable with the theories as mentioned before

There are three types of errors in relation to the use of preposition

1. Omission of Preposition – learners fail to use a preposition in a sentence where it is obligatory. For example: Facebook was created *at* 2008 by a younger man
2. Insertion of Preposition – learners add on preposition in a sentence where it is not needed. For example: we will not regret *on* the next week
3. Selections of Incorrect Preposition- learners use the wrong preposition in a sentence. There are just a few instances of this error category. For example: we can do some business on Facebook *on* the free time or as a career[1].

Module by Suryosubroto is printed teaching materials are designed to be studied independently by the participants learning. The module is also called the media for independent study because it has been equipped with instructions for self-study. That is, the reader can do without the presence of the teaching

[1] Jha, A. K. *op.cit.* P. 49-57.

and learning activities directly. Language, patterns, and the nature of other requirements contained in this module is arranged so that it may seem like a "language teacher" or a language teacher who is giving instruction to his students. So from that, the media is often called self-instructional materials. Teachers do not directly give lessons or teach something to the students with face-to-face, but enough with these modules. The module is a tool or learning tool containing materials, methods, limitations, and how to evaluate systematic designed and attractive to achieve expected competencies in accordance with the level of complexity[2].

There are reasons why using Module preposition of time gives effect on the third semester of IAIN Palangka Raya. First, Self-instructional, Students are able to learn by themselves, do not depend on others. Second, Self-contained, whole matter of learning from one unit of competency is studied contained in one complete module. Third, Stand-alone module developed is not dependent on any other media or should not be used together with other media. Fourth, Adaptive, adaptive power module should have a high level of development of science and technology. Fifth, User friendly, modules should also meet the rules of familiar friends / familiar with the wearer.

[2] Suryosubroto.B. *op.cit*